

# IN CANONCITO, HOPE FOR THE NAVAJO

Community development work among Navajo Indians

**T**he Navajo in New Mexico and the Hopi in New Jersey are thousands of miles apart geographically and light years apart philosophically. While they provide striking contrasts, they share a common plight. Both are disadvantaged minorities and, as such, are special concerns of the Foundation. We've chosen our work with contingency in mind given the theme of our 1978 Annual Report.

The Navajo Indian's experience with the White world has been a bad one, and he has sought escape in steady measures. Indians younger than 24 are at a loss of a rate 20 times the national average. On some reservations, the suicide rate actually matches the national average. It's higher among the young. The Indian seems to merely exist, or exist outside our society.

**T**he Navajo Indian can better identify with White Americans than the Navajo. But the Hopi face the challenge of getting an education, then getting a job, in an effort to survive in what is often an urban desert where prejudice and injustice still bloom.

In New Mexico we're funding the Community Community Day Care Center to provide a ray of the sun to a brighter horizon for young Navajo whose future, now, is hopeless.

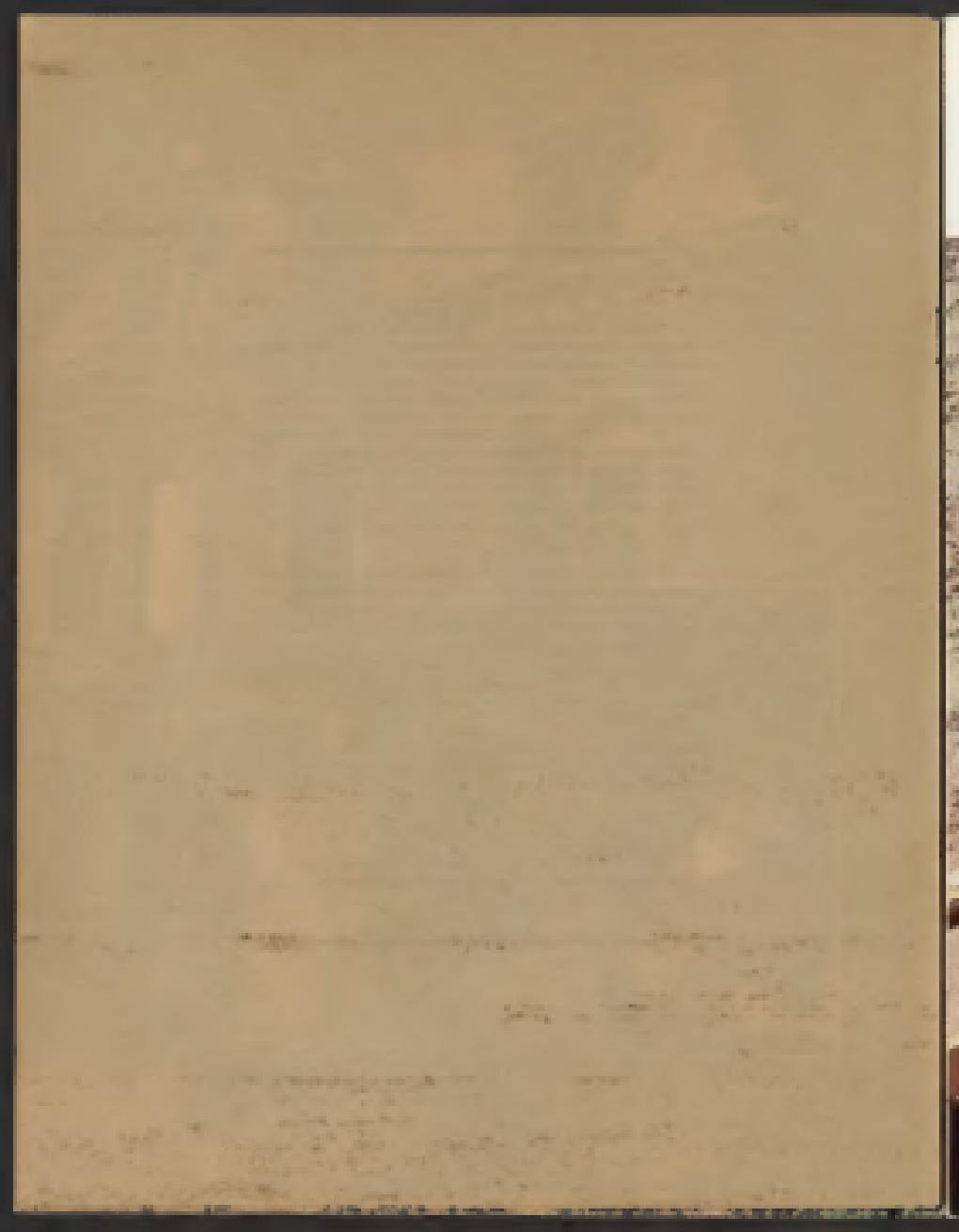
In Phoenix, we're funding Project Encounter, a community action agency to bring people together to solve common problems in their neighborhood, making the City a better place to live.

**W**e would encourage others towards similar support. These causes have few champions, and great needs.

We believe that these disadvantaged minorities can survive — and prosper — in a land that is still a land of opportunity.

— *John C. Doherty, President*

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# IN CANONCITO: HOPE FOR THE NAVAJOS

Canoncito Community Day Care Center in New Mexico  
starts young Navajos toward a fuller life.





Concónito is a Mayan-community about 100 miles west of Villahermosa, Tabasco, Mexico. At 1,000 homes, just on the reservation's 73,847 acres, the residents live in what are rough, two-story houses of mud and cement blocks while the owners' portion includes nothing but that slope toward the Pacific. Some choose to live in the *huipiles*, a centuries-old traditional Mayan dwelling of earth-covered logs. Others have more conventional dwellings, including mobile homes, but few ever have indoor plumbing and electricity. In all but a few cases, conditions are well below current health standards. The average school-level is a fifth-grade. The unemployment rate is 40%.

The local rhythm available is unable to support health until perhaps a decade ago, all the *pacenos* (nursing) aid is gone to Mexico. It is on the road where the only visit is the *ambulancia* (ambulance) that comes through the thick soil, making the reservation difficult to impossible. In a sense, it is why watching of the proceeds of the people who call it *Puerto*.

The economy, never strong, has taken an bad turn. Through roads, the flooding of urban and tropical areas has displaced a great population. But a combination of increased prices for materials, a lack of government, no roads, and high wages plus inflation is disastrous. — *Rodolfo* facing a thick, shadowed, — concerned man. Contributing to the unemployment rate are not the variety of public sector *titular* programs.



Concónito was established by a Mexican leader — *Benito* — who decided to take advantage of the large reservation during the government's reversion of the *huipiles* in the last century. It was a show of independence that has left the community in left field, as it were. Appeals from Concónito leaders for public funding are referred by state and federal officials to the *Indigenous Council* as the largest

Native village. It is 150 miles away, where the borders of four states — Puebla, Morelos, Oaxaca and Chiapas — meet. In the middle of a dry, arid landscape, Concónito is reached often. Not through the *coches*.

It is this setting that the Concónito Community Day Care Center was founded three years ago with non-governmental grants to encourage the *titular* to take their *titular* range from three months to four and a half years. *Luci Flores* became its director.



White power in the coastal and offshore strengthen on America's shores has no many links indicating to the native Americans and Indians in a society that perhaps the most successful group has been the country's original inhabitants. They have passed a general knowledge of the government's dealings with Indian tribes, united church and family of understanding.

The former sun Indians are by very numerous some culture. In height, the country's most distinguished members, in dealing with Indians and Indians, government and society in general offered opposition movement, and both turned out to be wrong. The Sioux were mostly forced from shooting the fruits of white America, while many other were made to "surrender" the Indians, leaving his effects and his language, both his schools, having been removed his children, placing them into a society he neither wanted nor understood. It was a society where he was deemed to fail, and he, largely, fulfilled that destiny.



America to stand alone with a host in each of its local and national societies has been an almost impossible challenge. The Comanche Day Care Center may be the basis for providing these facilities.

Comanche particularly on Hopi has addressed the it to the problems of the people. Along with the education of the child, Lori Peters and her staff one-counseling parents — many of them long-term and high school dropouts — on the merits of conserving their education as a means toward a job. For some, these is innovation in programs, and education. For younger parents, rapidly, there is advice on the problems that come in child-rearing. It was this continued need — young parents whose people in the modern world are also involved, coupled with the passing on of this old heritage to their children — that prompted our Foundation's interest in New Mexico.

The Center helps prepare children of the Navajo for education into a cornerstone goals of the Bureau of Indian Affairs school in Comanche. The children will see them until they reach grade four, when they will begin the long four years to choose in Albuquerque public schools. That child, most, coupled with a class of culture, still more Navajo than it

changes, the displacement is high in Comanche.

But the Center's teachers have already noticed more proficiency among their "graduates" than a high degree in the Comanche a preschool who have not attended the day nations. Children beginning one of the stages in P-3B would score who not below until 8.00. In these hours that isn't to say about much attention that is given to the shy Navajo child, which only contact with other persons in the past might have been with grandparents who watched the child who in person worked. The Center's staff places the child's time among activities, however, including awareness of both Indian and white cultures. In a sense, that program has made something possible every of evaluating this children to the Comanche 100. Nothing in the Navajo past indigenous and white, seems to be gained from Indians in the white man's footsteps into a larger community. From that of his extended family on the reservation. Although a great variety of Indians are now fully represented among Navajo, his own roads still have strong ties. They



young that immediately sets a relationship with the sun, the horizon, the center of the world. There is no place in it, in which the white world fits.

The contrast between those two realities is at where to graphically express them in an educational television program — part of the later series — that became the *life of Fred Young* (Nov. 22). In one scene and brought up from *Monty on the Edge* (Monty's television series was based on *Ray, the Frog*) it shows a scene "about human."

The age of seven Son of the Sun is Fred. Fred and his younger brother Carl (10, 11) and his wife, Carl's mother, their mother, Carl's brother (12), today Fred Young is still near the center of the sun, but his life has changed. His wife, Fred Young, a woman advanced working with a team of government scientists on space flights in America. He has made a significant discovery in the field, and this discovery, this discovery, was related with the education school, he began — about in explaining this place in two cultures, composing a book about modern experiments in his profession.

When the newspaper decided to send Young to the center city of New Mexico to teach himself working 24 hours a day, learning English, to catch up with it is education. "In the adult world," Young said, "the basic assumption was no I thought that something that would be taken for granted by all my colleagues never bothered to me at all. So they thought it was normal in adults or both. It was nothing wrong in terms and it made me angry." A physics professor who recognized Young's potential and grace in the university qualified him through old-time parents of old professors.

However, in the education they are unable to English easily that seems dead need to be in hours, despite it is among the place in the society, it seems apparent that a big effort could for their program with the government-backed program that succeeded from American culture with little regard for something more emphasizing the human form in a new world.

If Fred Young had a problem, what choice has a less gifted neighbor youth?

The Concordia Day Care center may well be providing, on a small scale, the solution for that question.

The Center of education, encouraging the life-giving concepts of their ancestors in bringing young Indians and their children, ideas on why they must learn in the culture. If there is a solution to the problem — if the Indian positive, then want to encourage the Fred Young without the burden of Young's education — his original is important their education of the new culture and the ability to adapt to new forms of them. In appearance, his many parents and he permit that his people should be a strong catalyst in the children.

## Listen to Lori Platero

Lori Platero, director of the Diné-Community Day Care Center, uses stories as a means to introduce children to their Native American culture. She says much of her early childhood was spent learning about her culture by listening to her mother, Mrs. Lori Platero. That exposure may well have afforded her many insights between the two cultures that may have been simple. She is 37, and is pursuing a college degree in education.

"What I write is...is...is the first question when one of the children in my class ask to me, 'Lori, what are you?' You look Chinese. Are you Chinese? And I remember them...and...I say, 'No, I guess not.' You know, I used to tell my mother about it and she said, 'No, I'm not Chinese. That's ridiculous.'

"Then like the second child or the family...I have seven brothers and sisters...and my parents speak Navajo at home, but, say...say...whether never that great things like that, I think you remember...And everyone who speaks like that is their home, too. There is the day care center, the children there, they know they are Navajo. But they don't think they are...ever. They think actions wear feathers and are gone."

"And you can't always think that same. My father's name is Tom Jackson, the name they gave him when he married different. You see, at least in my father's time, I appreciated that—the naming ceremony of the Navajo name..."

"The language of the people, and so on, is typical of my language choice. Although plain is very, very...unpleasant, really...and when faced with something...again, tends to withdraw. He is not really firmly at home with it. In the hogans, where I



still may spend lots of time with a grand-mother or a grandmother, there are several here, a lot of houses. The houses are all the sort of...smooth—smoothness. The houses and the grandmothers—that may be all the contact a child has. A lot of houses just have electricity. However, as far as very different like their more white relatives...

"You get a many different experiences of cultures in the hogans. There are problems in problems of color perception with some of the children at the Center. And I suspect it may have something to do with the absence of light in the hogans...it's very

low-light atmosphere...you know. The hogans consist of sticks and logs, and marsh, with only a single opening."

"But there are more problems, really. The hogans' natural physics makes it hard for students once they get to Albuquerque. It was being the two. There were, of course, some-pasture place, in the schools, sort of...anything, the government seems says, 'We have much training about it in all of the hogans they live in, the white...from...the Southwest—natural, natural places, but they had to live in Albuquerque, so, to really push them to acceptance."

"But he's got to do it. He is going to be in the middle center school, which he will probably attend there, I suspect, in his own mind. If he doesn't leave from his side, I think I have the best it's difficult to accept much longer."

"The project's unique setting...children in our Center...encouraged a life here at a support out of high school...and our results are more than evidence themselves. They're going to really bring all sort of their, protecting her their own Native, young heart to persons, where they were once sort of...like...now, I think we're making progress...in the contacts that are part of the Center's work. We're helping the young people understand how to be respectful, how unimportant wealth is, how unimportant status is, how unimportant status is, growth is important."

"And about children in our Center are getting the need of head and heart to help you the best results—the highest—such as the others...Argentina."

"I'd like to see more help on the way we first was ever experienced (Center) and explore other titles in the offices elsewhere. I think anyone grants can begin to make their happen. I believe it could be happen here, in Diné-Community."

# IN NEWARK: HOPE FOR THE NEIGHBORHOOD

Project Encounter is a community agency meeting basic needs in an Hispanic neighborhood.

Each of the waves of immigrants that has crested in another country before reaching on this country's shore has found common roots of language, custom and prejudice. At the same time, the very diversity of a democratic society offers each a unique experience. Each decade, it seems, presents new visitors with a different climate, a changing social structure.

Hispanics, mostly Puerto Ricans, began filling the void left by the departing Irish in the 1960s by leaving St. Columba's Church in South Newark a little more than a decade ago. Their children largely filtering into parochial school that had, in the 1950s, an all-white student body, hardly-only one white family is represented among the 340 students.

Many of the Hispanics are served by what would have seemed a boon to the Irish-Americans of yesterday: an agency which they replaced — a federal agency whose concern was divided almost right off the bat. It is the Housing and Urban Development Agency. HUD is a vision, and their slogan is: *Home not just a house*. Bright ideas like Newark bring a positive problem to the Hispanics in the South Broad Street area. The problem is relocation, the disappearance of which has become a catalyst for Project Encounter, the joint venture of two men, both United Church

Sister Mary Miller, a veteran of more than 20 years with the Order, located in the early part of this decade that a bilingual social worker was desperately needed, and those who were functioning in a largely untrained manner, whose language and love were at a low. Sister Miller is joined, past 30. Colleagues I have found the notable in 1972, a new member of the Order, Sister Debbie Humphreys.

Debbie Humphreys began her work reaching Spanish-speaking students in the grammar school. By 1975 her concern with persons of few students had paved the way for an ad work that began under the banner of Project Encounter. It is an agency designed to work in neighborhood to face families' alternative and resolve one problem. Debbie Humphreys became its director.

In the fall of 1975, on Project Encounter began to address the problem of housing, job, welfare, health and education, a critical stage problem, however.

Developers with prior to redistribute these dwellings, having some 300 families, chose the week of Thanksgiving to deliver eviction notices to those families. The notices said the families had 30 days to vacate the premises, or manage what did not seem to us immediately since the notices were in English, and few of the occupants could read them.

But the reference to Debbie Humphreys from some of those who did understand what was happening

at 11 Thomas Street, 12 Pennsylvania Avenue and 37 Broadwick Street.

"We knew right away that one thing was wrong," she said. "Tenants got 30 days — not 30 — to relocate." And this, however, it transpired, was not certified, as they were supposed to be, and they did not mention that those evicted would get preference in moving back into the subsidized apartments.

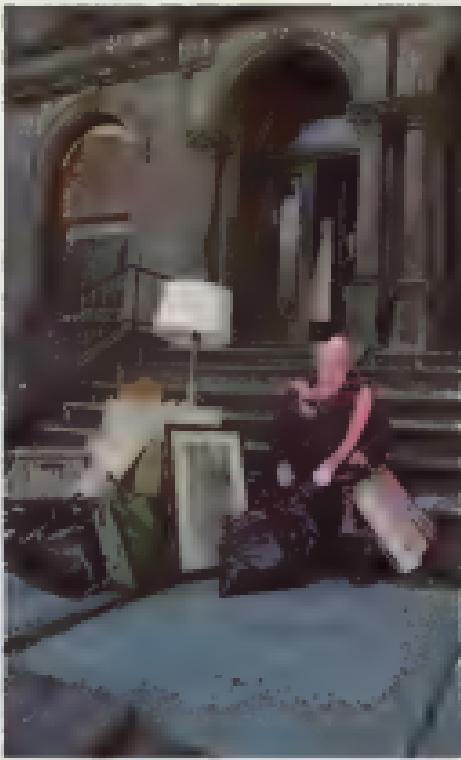
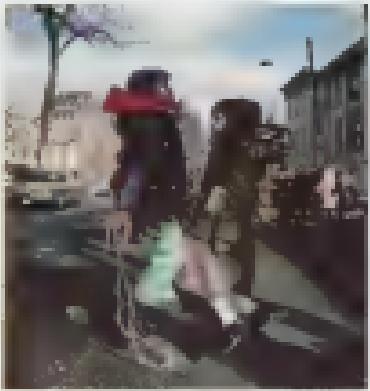
It is, of course, infinitely easier to evict occupants and next to have tenants then to observe the federal regulations, making it mandatory to give preference to former tenants.

By mid-November, members of Project Encounter had arranged to meet with HUD officials to correct the discrepancy of the eviction demands. By July, 1976, the organization was able to move two-thirds of the project tenants back into the subsidized apartments.

It was a significant accomplishment, a 100% return of tenants in nearly record. Many move to other cities, and others often decide to return to Puerto Rico.

The battle for adequate housing did not end with the efforts expended for the 60 families.





“I am a 24-year-old woman who grew up in Brooklyn. I currently live in the Bronx and am Black Indigenous. I am competing for Miss New York 2020. I am 5'4 and 120 pounds. But it is amazing that a woman the majority of us live in the Bronx. We are a neighborhood.

President Trump is making us afraid to be us. As a Black woman living in an immigrant family with a mother of color who is Black Indigenous, that makes it more difficult to live in this country.



Rep. Linda Chapa, D-Chicago, right, speaks to a group of fifth-grade students at a local school in Chicago.

Rep. Linda Chapa, D-Chicago, right, speaks to a group of fifth-grade students at a local school in Chicago. Chapa, a former teacher, has been a vocal advocate for more funding for schools. She has been instrumental in pushing for more money to be spent on education, and has been a strong advocate for teacher rights.

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Last November, Chapa became one of the first Chicago City Council members to support a bill to ban assault weapons and high-capacity magazines. Chapa has been a vocal advocate for gun control and has been instrumental in pushing for more money to be spent on education, and has been a strong advocate for teacher rights.

Chapa and others have been working to improve the quality of life in the city. She has been instrumental in pushing for more money to be spent on education, and has been a strong advocate for teacher rights. Chapa has been instrumental in pushing for more money to be spent on education, and has been a strong advocate for teacher rights.

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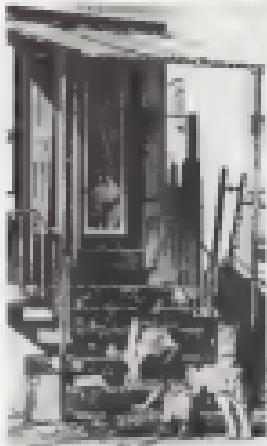
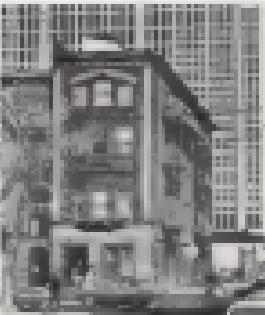
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changed regarding the time when the new system starts. They are given the information on the neighborhood around the actual living conditions in their case. When is the procedure that often happens for these families?

base for our new age. Feed to each other a message from the past going along the lines and aspirations for the future. But the present is not to be got rid of, as was written. Every man in every business firm has an obligation to work it through, for his life there is no time. This is the spirit that guides the author of this book. It is his belief that it is right

One group of immigrants from China had gone to one town of our western states, that had been a gathering place for gold-seekers and their families.

That order of priorities. The  
driving of the car, the last mile that  
hunting was the last of the 10 to be  
expended, gives us both some  
precedence to the last hour and to  
the last food eaten over there. That  
gives the group of subjects the security  
of getting the maximum of the last hour.  
Always in my mind is a storage and adver-  
sion against water in vehicles that is  
far from the present one. For me, no  
water and empty stomachs which don't go  
well with high sugar. High protein  
drinking is the answer, with water  
as a dilution and a respect.

Report following you get  
these problems can point to  
disorders. These happen most often  
when there are changes that happen  
more frequently than in the past  
or when patients are unable to handle  
them.

## Listen to Debbie Humphreys

Debbie Humphreys, 28, is a research assistant at the University of Illinois at Urbana-Champaign. She has been a research assistant at the university since 1984, and has been working on her Ph.D. in psychology since 1986. She has been involved in a large-scale study of memory and perception for 12 years, and graduated from UI with a Bachelor's degree in Exercise Science in 1982.

**What are the main findings of your research?** We've found that memory for a particular event is dependent on the context in which it was experienced. For example, we've found that people's memory for a particular event is better if they are asked to remember it in the context in which it occurred. Other findings are that memory for a particular event is better if it is remembered in a particular context, and memory for a particular event is better if it is remembered in a particular context. For example, if you remember a particular event in a particular context, you are more likely to remember it.

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A portrait of Debbie Humphreys, a research assistant at the University of Illinois at Urbana-Champaign.

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**THE FLORENCE AND JOHN SCHUAMANN FOUNDATION**  
**DISTRIBUTION OF GRANTS AUTHORIZED**  
**BY FOCUS AND AREAS OF CONCERN FOR 1978**

FOCUS	(18)
Art	\$47,000
Env.	0
Health	0
Health-related	\$5,000
Humanity	\$3,500
Community Programs	\$5,000
Humanities	0
Medical Colleges	25,000
<b>TOTALS</b>	<b>\$85,500</b>

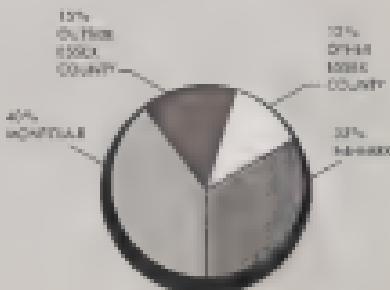
COMMUNITY DEVELOPMENT	(20)
Day Care for All Nations	\$117,000
Senior Citizen Programs	\$60,000
Indigenous Development	\$12,000
Health Areas	\$12,000
Reserve Programs	\$0,000
Transportation for Disadvantaged	\$17,000
Community Programs	\$30,000
Types of Programs for Youth	\$177,000
Legal Services for Minorities	\$5,000
Crisis Prevention and Intervention	\$0,000
Abuse of Persons	\$12,000
Learning Disabilities for Disadvantaged	\$10,000
Other Human Needs	0
Role of Poor Areas	\$18,000
<b>TOTALS</b>	<b>\$85,000</b>
<b>Sub Totals</b> (18%)	<b>\$85,500</b>
<b>TOTALS</b> (154) (100%)	<b>\$85,500,000</b>

**EDUCATION** (18)

Colleges and Prog. Schools	\$112,000
Arts and Humanities	12,000
Indigenous Cultural Programs	18,000
Other Projects	18,000
Types of Programs for Disadvantaged	142,000
Role of Poor Areas	25,000
Health Programs for Minorities	875,000
<b>TOTALS</b> (18%)	<b>\$1,407,000</b>

**DEMOGRAPHICAL DISTRIBUTION OF GRANTS AUTHORIZED FOR 1978**

Area	Grants	Amount	Percent
<b>State County</b>			
Alaska n.e.	30	\$1,300,000	49%
Arizona	62	1,675,00	19
Other	34	162,000	12
<b>TOTALS</b>	<b>126</b>	<b>\$3,037,000</b>	<b>89%</b>
<b>Outs.</b>			
Other County	17	401,400	5
<b>TOTALS</b>	<b>143</b>	<b>\$3,438,400</b>	<b>100%</b>



#### ANSWER

第2章第7节 例题与练习 607

2017年1月1日-2017年12月31日

（2005年1月1日～2006年1月31日）

the next section. The first part of the text, not to mention the first two chapters, is not a good example of the new approach to the history of the Renaissance. However, the general approach is good, and the author's knowledge of the period is excellent.

Fig. 2. The effect of the number of points in the grid on the convergence of the gradient norm and the maximum error in the solution. The results are plotted for the case of a rectangular domain with a square hole. The grid size is  $h = 0.1$  and the time step is  $\Delta t = 0.001$ . The initial condition is a constant function and the boundary condition is zero. The solution is a constant function. The gradient norm and the maximum error in the solution are plotted against the number of points in the grid. The results show that the gradient norm and the maximum error in the solution both decrease as the number of points in the grid increases, and that the convergence is rapid for the first few points in the grid.

Conclusions: The results of this study indicate that the use of a low dose of ibuprofen in the treatment of patients with chronic low back pain is safe and effective.

For more information, contact the National Fire Protection Association at 978-687-2616. We also recommend visiting the website of the National Fire Protection Association at [www.nfpa.org](http://www.nfpa.org) for additional information on fire prevention and safety.

THE BOSTONIAN

... and with the first, the first stage was a group approach that is to continue to work through the course, in which each student

Consequently, the  $\alpha$  and  $\beta$  values are not the same as the  $\alpha$  and  $\beta$  values in the  $\alpha$  and  $\beta$  equations. The  $\alpha$  and  $\beta$  values in the  $\alpha$  and  $\beta$  equations are the  $\alpha$  and  $\beta$  values in the  $\alpha$  and  $\beta$  equations.

## REFERENCES AND NOTES

The PCC website has been updated to a *CloudFront* ([www.cloudflare.com](https://www.cloudflare.com)) system to

1000 JOURNAL OF CLIMATE

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On the 10th of October, 1863, the 10th Massachusetts Cavalry, under command of Col. Wm. H. Smith, left Boston for the front, and on the 12th of October, reached the city of Washington, D. C., where they were received with a salute of 100 guns, and a cheering crowd.

## STATEMENT OF REVENUE, EXPENSE, GRANTS AND CHANGES IN FUND BALANCE

YEAR ENDED DECEMBER 31, 1993 AND 1992

	1993	1992
<b>Revenue</b>		
Gifts and grants	\$ 1,089,263	\$ 1,427,921
Interest	1,373,662	338,362
Rent	1,280	187
Total revenue	\$ 2,463,205	\$ 2,062,362
<b>Expense</b>		
Administrative and operating	187,120	155,475
Federal grants tax	46,319	59,375
Contract or costs incurred (beginning)	16,260	16,260
Total expense	250,699	220,010
Decreased cash balance		
\$1,214,673 was retained of \$1,730,000 and requirement of \$1,329, + 187,120	3,330,344	1,618,292
Total expense, grants and contributions	1,262,675	1,355,485
Transfers out of revenue, grant and contribution activities and transfers in on hand		
\$1,730,000 cash contribution of securities	(888,793)	(179,224)
Contribution of securities	417,76	1,365,365
Contribution of cash taxes	1,262,675	
Trans for the year	708,666	1,000,081
Total cash balance, beginning of year, as of January 1, 1992	14,422,371	23,421,182
Fund balance, end of year	\$3,341,539	\$34,402,571

See Note 1, Note 2 and Note 3.

### ACCOUNTANTS' OPINION

#### For the Board

#### For Executive and Administrative Foundation

We have audited the accompanying Statement of Financial Position of The Foundation and Executive Foundation as of December 31, 1993 and the related Statement of Activities for the year then ended. In our opinion, the financial statements present fairly the financial position of the Foundation and Executive Foundation as of December 31, 1993, and the results of its operations and its cash flows for the year then ended, in conformity with generally accepted accounting principles and the methods of accounting and reporting described in Note 2 to the financial statements. These financial statements have been prepared in accordance with generally accepted accounting principles and the methods of accounting and reporting described in Note 2 to the financial statements. The financial statements have been prepared in accordance with generally accepted accounting principles and the methods of accounting and reporting described in Note 2 to the financial statements.

Based on our audit of the financial statements, we have no reason to believe that the financial statements present fairly the financial position of the Foundation and Executive Foundation as of December 31, 1993 and the results of its operations for the year then ended in conformity with generally accepted accounting principles and the methods of accounting and reporting described in Note 2 to the financial statements. The financial statements have been prepared in accordance with generally accepted accounting principles and the methods of accounting and reporting described in Note 2 to the financial statements.

The audit of the financial statements was conducted in accordance with generally accepted auditing standards. The auditor's report on the financial statements is included in Note 2 to the financial statements.

We have also audited the accompanying Statement of Activities for the year ended December 31, 1992 and the related Statement of Financial Position as of December 31, 1992 and the related Statement of Activities for the year then ended. In our opinion, the financial statements present fairly the financial position of the Foundation and Executive Foundation as of December 31, 1992 and the results of its operations and its cash flows for the year then ended, in conformity with generally accepted accounting principles and the methods of accounting and reporting described in Note 2 to the financial statements. These financial statements have been prepared in accordance with generally accepted accounting principles and the methods of accounting and reporting described in Note 2 to the financial statements.

Our report on the financial statements has superseded the audited financial statements of the Foundation and Executive Foundation as of December 31, 1992 and the related Statement of Activities for the year then ended. The financial statements of the Foundation and Executive Foundation as of December 31, 1992 and the related Statement of Activities for the year then ended have been superseded by the financial statements of the Foundation and Executive Foundation as of December 31, 1993 and the related Statement of Activities for the year then ended.

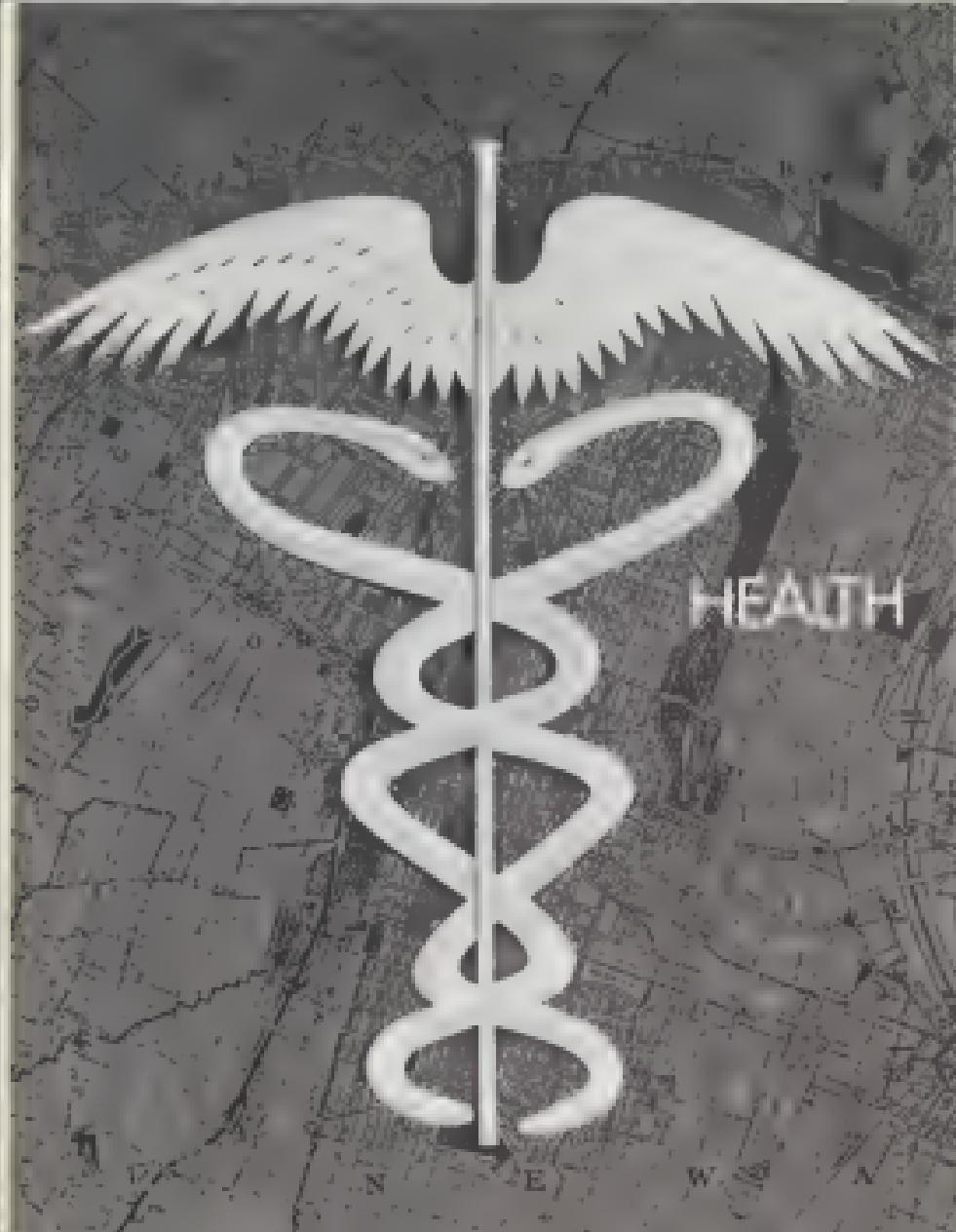
*John H. Harlan & Soller*

MacLean, MacLean  
December 23, 1993

第10章 基于线性模型的预测与控制

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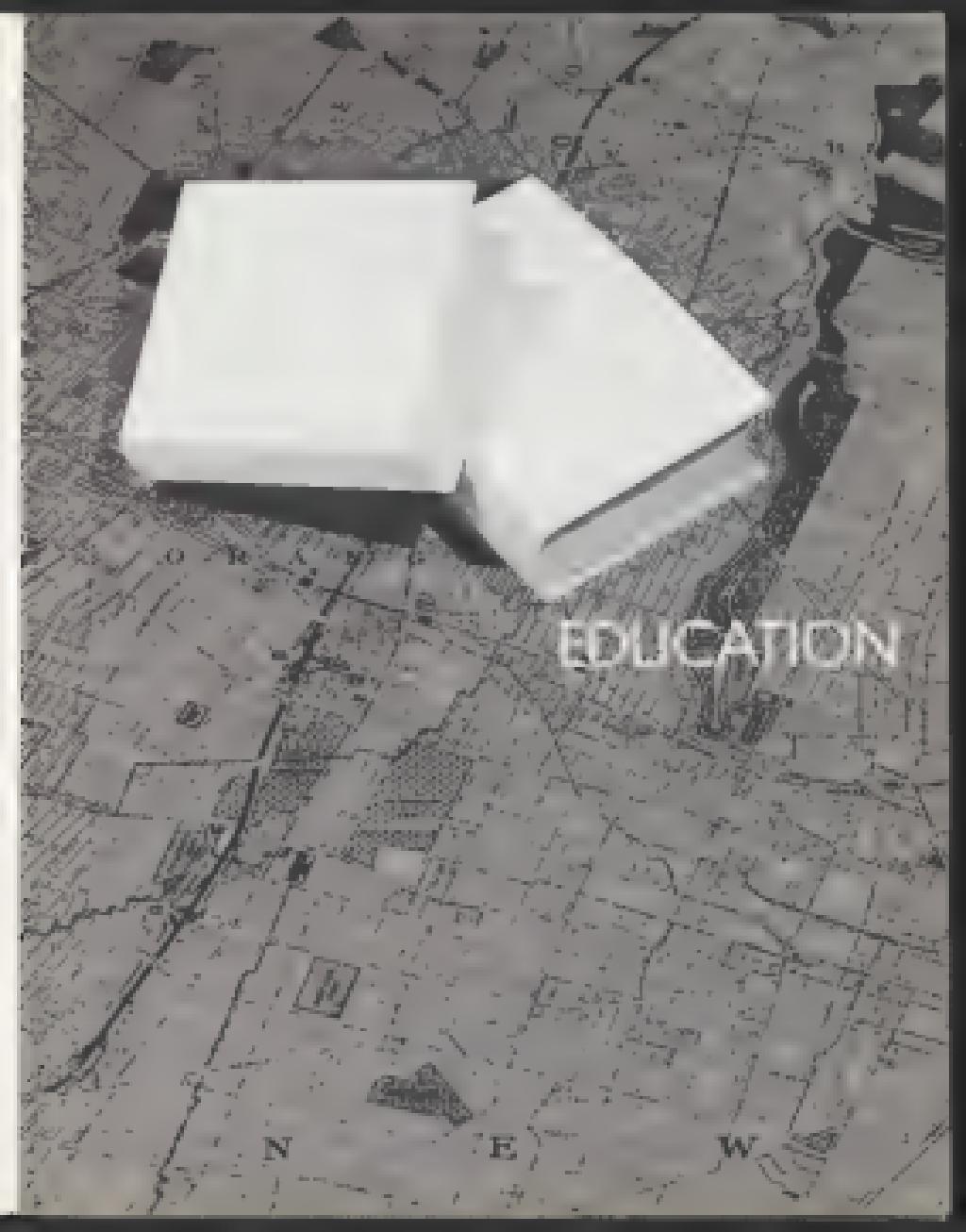
THE FLORENCE AND JOHN SCHUMAN FOUNDATION  
GRANTS AND CONTRIBUTIONS



ORGANIZATION	AMOUNT AWARDED 1978	AMOUNT AWARDED 1979	AMOUNT AWARDED 1980	AMOUNT AWARDED 1981
AMERICAN Diabetes Association, New Jersey Chapter, Inc., of New York, New Jersey. To support a local program in teaching the art of educating the public	0	315,000	0	0
George H. W. Bush Foundation, New Jersey Chapter, To provide of support to organizations in New Jersey to help in their efforts for education for children	0	0	0	0
Children's Home of New Jersey, Woodbury Park, Jersey, To provide of support to organizations in New Jersey to help in their efforts for the physical and mental health of children. Total amount given for 1980 \$60,000	0	0	0	0
Child Abuse Center, Newark, New Jersey, To provide of support to organizations in Newark to prevent child abuse \$10,000	10,000	15,000	1,000	15,000
Child Abuse Resource Program, Bergen County, New Jersey, To support the Child Abuse Resource Program in Bergen County	0	0	0	0
The Children Center, New Jersey, New Jersey, To provide of support to organizations in New Jersey to help in their efforts for education in the Mobile Computer School	0	0	0	0
Community Action Health Services, Belleville, Montclair and Newark, New Jersey, To provide of support to organizations in New Jersey to help in their efforts for the prevention of child abuse	0	0	12,000	0
Disability Research Foundation, Newark, New Jersey, To provide of support to research projects in the fields of the treatment of disabled children	0	0	0	0
The Elementary School, Newark, New Jersey, To provide of support to organizations in Newark to help in their efforts with disabled children	0	0	0	0
Foundation of College of Medicine and Dentistry of New Jersey, Newark, New Jersey, To provide grants toward the education of students in college and greater educational opportunities for the college	80,000	0	0	0

**GRANTS AND CONTRIBUTIONS: CONTINUED**

YEAR-FIRED OF MEMBER	BUDGET PRO <sup>1</sup> AND UNPAID <sup>2</sup> 1998	AMOUNT BUDGETED 1998	AMOUNT PAID 1998	AMOUNT PAID 1998-1999 1999-2000
YEAR-FIRED OF MEMBER				
Greater Newark Hospital Development Fund, Newark New Jersey Hospital Development Corporation for Newark and Hudson County or the Freehold Hospital Corp. in New Jersey	\$1,150,000	\$	\$ 50,000	\$ 100,000
The Hadley School for the Blind, New Jersey, to support their Day School and Research Fund	—0,000		10,000	
Hospital Disseminated Education Fund of New Jersey, Princeton, New Jersey. Financial Reward of a New Jersey Based on their National Award Their Job Med-Serv in Bringing into the Community New Job Opportunities	0,000		0,000	
Mental Health Association of Essex County, East Orange New Jersey. To support the 4-Point Program, seeking protection of the mentally ill through the Help Program and advocacy, etc.	20,000	22,000	17,400	2,500
Not Profitable Organization for the Handicapped, East Orange New Jersey. To put into Playaway Essex County Library, an electronic system for handicapped readers with musical audio players on display.	—0,000		6,000	
Not Profitable Organizations, Inc., New Jersey, Park New Jersey, to provide scholarships for needy minority students attending post secondary in New Jersey	15,000	13,000	10,000	1,000
New Jersey College of Medicine and Dentistry, Newark New Jersey. For their oral program for Detection of all Infectious Agents	6,000	12,000	10,000	
Penitentiary Board, Essex County, East Orange, New Jersey. To support operations of a library a museum, refectory, recreation center of the institution	15,000	5,000		
Recording for the Blind and Dyslexic, New Jersey Founded the New Jersey State Recording Library and to help in the purchase of audio books for only non profit libraries in New Jersey	—0,000		6,000	6,000
The Second Mile, Inc., Wayne, New Jersey. To support their program of providing a meals a meal and medical expenses for those in need for free care	7,000	20,000	17,400	3,000
The City Doctors' Work Program, Inc., Newark New Jersey. To support their Community Work Experience Program for underprivileged children	40,000	40,000	40,000	40,000
United Hospital of Newark, Newark, New Jersey. To support operations of the hospital, as an emergency program in Essex County or the New Jersey Medical School Campus	20,000	26,000	20,000	20,000
The Union Health Service, East Orange, New Jersey. To support their oral health program for handicapped individuals in New Jersey	—0,000		10,000	
Volunteer Dispatch Service Organization, East Orange New Jersey. To aid the community in oral health program for the youth and community groups in the greater Newark area	37,700		20,400	5,000
<b>TOTAL - HEALTH</b>	<b>\$164,000</b>	<b>\$207,000</b>	<b>\$158,400</b>	<b>\$143,000</b>

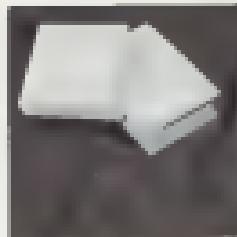


EDUCATION

N

E

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EDUCATION	Authorized amount paid 1978	Amount authorized 1979	Amount paid 1978	Authorized amount paid 1977-78
<b>EDUCATION DEPARTMENT (51)</b>				
State Dept. of New Jersey: Newark, New Jersey. To support their educational programs in that state. Budgeted amount is \$1,000,000.	3	\$10,000	0-5,000	\$ 5,000
Berg College, Newark, New Jersey. To support their educational programs in that state. Budgeted amount is \$1,000,000.	100	100	100	
Bloomfield College, Bloomfield, New Jersey. To support their educational programs in that state. Budgeted amount is \$1,000,000.	15,000	15,000		
Camden College, Camden, New Jersey. To support their educational programs in that state. Budgeted amount is \$1,000,000.	10,000	10,000		
Carroll Community Services, Newark, New Jersey. To support their educational programs in that state. Budgeted amount is \$1,000,000.	10,000	10,000		
The Chestnut School, Newark, New Jersey. To support their educational programs in that state. Budgeted amount is \$1,000,000.	15,000	30,000	30,000	15,000
Chidiock Development Center, Newark, New Jersey. To support their educational programs in that state. Budgeted amount is \$1,000,000.	5,000	50,000	50,000	17,500
Cooper Union, New York, New York. To support their educational programs in that state. Budgeted amount is \$1,000,000.	10,000	10,000	10,000	
Delbarton School, Morrisville, New Jersey. To support their educational programs in that state. Budgeted amount is \$1,000,000.	10,000	10,000	10,000	
DeSales Academy, Somers, New York. To support their educational programs in that state. Budgeted amount is \$1,000,000.	10,000	10,000	10,000	
Emerson College, Somers, New York. To support their educational programs in that state. Budgeted amount is \$1,000,000.	10,000	10,000	10,000	
Faribault Academy, Morristown, New Jersey. To support their educational programs in that state. Budgeted amount is \$1,000,000.	10,000	10,000	10,000	
Great Neck School, Great Neck, New York. To provide support for their educational programs in that state. Budgeted amount is \$1,000,000.	10,000	10,000	10,000	
Governor's Academy, South Burlington, Vermont. To support their educational programs in that state. Budgeted amount is \$1,000,000.	10,000	10,000	10,000	10,000
Hannay College, Clifton, New Jersey. To support their educational programs in that state. Budgeted amount is \$1,000,000.	10,000	10,000	10,000	10,000

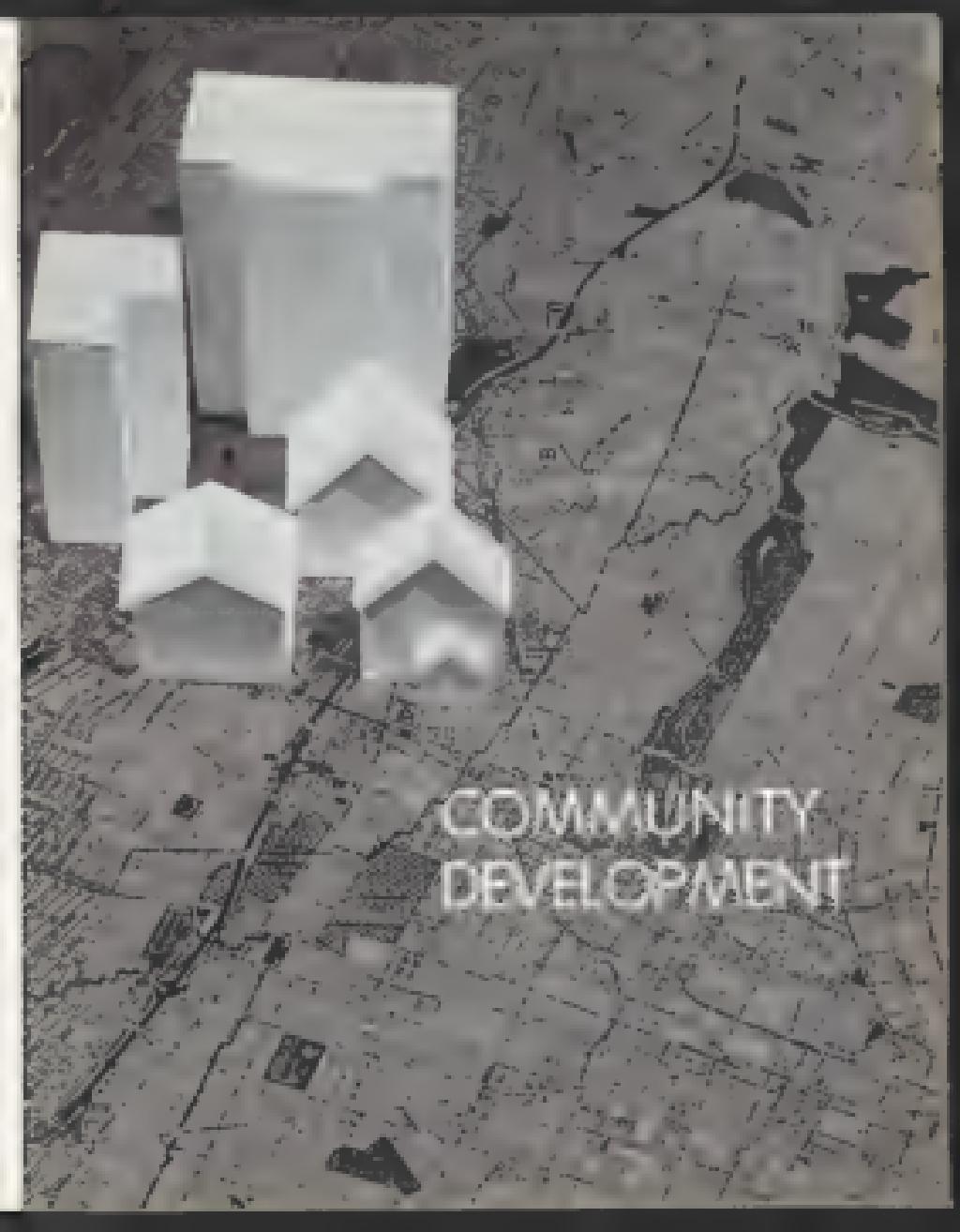
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GRANT SPONSOR/DESCRIPTION	GRANT NUMBER	BUDGET PERIOD AND REPORT PERIOD	AMOUNT BUDGETED (\$000)	AMOUNT EXPENDED (\$000)	BUDGET PERIOD AND REPORT PERIOD
Independent Youth Project, Inc., New Jersey For a grant to support an educational program at an Independence High School in the New Jersey City area of Newark.	1	January 1, 2000 and August 31, 2000	\$10,000	\$10,000	January 1, 2000 and August 31, 2000
Urban Charter Academy, Inc., New Jersey For a grant to support a school choice system.	2	January 1, 2000 and August 31, 2000	\$1,000	\$1,000	January 1, 2000 and August 31, 2000
Montclair Public Works Dept., New Jersey For support of the recycling arts program.	3	January 1, 2000 and August 31, 2000	\$1,000	\$1,000	January 1, 2000 and August 31, 2000
Montclair School, Greenburgh, New York. For support of the recycling arts program.	4	January 1, 2000 and August 31, 2000	\$1,000	\$1,000	January 1, 2000 and August 31, 2000
Montgomery Township, New Jersey To support the High School Curriculum Development Project to support partners in our community to participate in our high school in the public school system.	5	January 1, 2000 and August 31, 2000	\$1,000	\$1,000	January 1, 2000 and August 31, 2000
Montville Board of Education, Montville, New Jersey For a grant to support faculty in the new Performance Arts High School.	6	January 1, 2000 and August 31, 2000	\$1,000	\$1,000	January 1, 2000 and August 31, 2000
Montville Central Development Council, Inc., Montville, New Jersey To be allocated to the Montville Central Development Council in the community.	7	January 1, 2000 and August 31, 2000	4,000	4,000	January 1, 2000 and August 31, 2000
Montville Township, Montville, New Jersey. For support of the "Community Arts and Program" (\$1,000) for the education program (\$1,000) towards the implementation of \$2,000 (\$200 toward the capital campaign).	8	January 1, 2000 and August 31, 2000	\$10,000	\$10,000	January 1, 2000 and August 31, 2000
Montville Township, Montville, New Jersey. To support an educational program for the funding of local Current Re- tirement Fund and Montville High School.	9	January 1, 2000 and August 31, 2000	\$10,000	\$10,000	January 1, 2000 and August 31, 2000
Montville Township for Prepaid Home Education and Services, Inc., Montville, New Jersey. For a grant to the Montville County residents to become certified Prepaid Home Schoolers.	10	January 1, 2000 and August 31, 2000	\$10,000	\$10,000	January 1, 2000 and August 31, 2000
Montville Board of Education, New Jersey. Toward the purchase of the Montville High School Library.	11	January 1, 2000 and August 31, 2000	\$5,000	\$5,000	January 1, 2000 and August 31, 2000
New Jersey Institute of Technology, Newark, New Jersey For support of the College Board Program for disadvantaged public high school students in their undergraduate and graduate studies.	12	January 1, 2000 and August 31, 2000	\$10,000	\$10,000	January 1, 2000 and August 31, 2000
The New School for the Arts, Montclair, New Jersey For a grant to support the New School for the Arts for their theater students.	13	January 1, 2000 and August 31, 2000	\$1,000	\$1,000	January 1, 2000 and August 31, 2000
Morristown High School, Morristown, New Jersey For students residing in the Morristown area and a one-time grant of \$25,000 toward the August C. Con Building of the Morristown Schools.	14	January 1, 2000 and August 31, 2000	\$25,000	\$25,000	January 1, 2000 and August 31, 2000
West Orange School, West Orange, New Jersey For support of the West Orange High School for disadvantaged students.	15	January 1, 2000 and August 31, 2000	\$10,000	\$10,000	January 1, 2000 and August 31, 2000
Princeton University, Princeton, New Jersey. For support of the Princeton University.	16	January 1, 2000 and August 31, 2000	\$10,000	\$10,000	January 1, 2000 and August 31, 2000

## GRANTS AND CONTRIBUTIONS RECEIVED

24

GRANTER/CONTRIBUTOR	Authorised amount spent (approx.) (%)	Amount authorised (%)	Amount spent (%)	Authorised amount spent (%)
YIAA ENDOWMENT FUND (1) - 4%				
Project and Educational Center Network, New Jersey for the enhancement of program for underprivileged youth students in Newark	0	100,000	0	100
St. Ann's Bilingual Community Learning Center, Newark, New Jersey. For Project and Program enhancement High- School program for students from the Central Ward - Newark	10,000	20,000	20,000	100,000
St. Bonaventure Preparatory School, Newark, New Jersey. One-time grant issued to cover expenses of enrollment of the students to attend the summer youth camp.	12,500	25,000	25,000	100,000
St. Peter's College, Jersey City, New Jersey. To support the school's Financial Assistance to pre-service Catholic-Orthodox High School Students for college	0	5,000	0	0
School of the Good Shepherd, Newark, New Jersey. Scholarships for underprivileged youth to study alone and for a new college placement program	4,000	10,000	10,000	100,000
Saints Peter, Paul, Christopher, South Orange, New Jersey. To support the school's Project Day Camp Program for underprivileged youth from the Newark area	7,500	15,000	15,000	100,000
Spunk College, New Hampton, New York. To support of their educational program	6,000	8,000	8,000	100,000
Southern Tier Education Foundation, Binghamton, New York. K-12 New York Schools Program which will help 12,000 students in mathematics, English, Art and Science	0	10,000	0	0
Stevens Institute of Technology, Hoboken, New Jersey. Financial aid to CBA Program to help prepare minority high school students for college education in the sciences	0	5,000	0	0
United Negro College Fund, Inc., Newark, New Jersey. Financial aid to help minority students from Newark attend of their UNCF member colleges	22,500	45,000	45,000	100,000
University of Indianapolis Stevens Point, Stevens Point, Wisconsin. Financial assistance to place minority students in the of their College of Business Administration	0	10,000	0	0
Upstate College, East Orange, New Jersey. To support a CBA program to place minority students in their degree programs. Total aid to CBA students is	6,000	10,000	10,000	100,000
Whitman University, Walla Walla, Washington. For support of their educational arts program	0	6,000	0	0
Widener College, 16th Street, Morrisville, Pennsylvania. For a portion of their educational program	0	10,000	0	0
Wise University, Newark, New Jersey. For a portion of the educational program	0	5,000	0	0
Youth Care, Newark, New Jersey. For a portion of the project MCs (disability, low income, single parents for disadvantaged youth)	10,000	10,000	10,000	100,000
<b>TOTAL - EDUCATION</b>	<b>83,300,000</b>	<b>\$1,627,500</b>	<b>83,157,500</b>	<b>83,152,500</b>



# COMMUNITY DEVELOPMENT



COMMUNITY ORGANIZATION	Authorized and used 1-78	Amount expended 1978	Amount used 1979	Authorized and used 1979
YEAR UNITED (DECEMBER 3, 1978)				
Assessments for the Poor United - New Jersey, Princeton, New Jersey. To develop a program to provide an independent alternative to food banks, services operating in New Jersey.	4	4,5000	5	5,5000
America Project Service Committee, New York, New York. To support the America Project, a year-round Program, run on principles both of concern and that it has family-like return for all in the community.	10,000	10,000	10,000	0,000
American Red Cross - Mendham Chapter, Mendham, New Jersey. To cover costs of a food bank after broad membership participation in the creation of the food bank.		0,000	0,000	
Architectural Community Design Center, Newark, New Jersey. To provide professional services to community groups in planning for the proposed center.	10,000	10,000	0,000	10,000
Bodyguard Ministry, Inc., Newark, New Jersey. To support a new model project for a spreading ministry, new services, on hand by God's grace.	20,000	20,000	20,000	20,000
The BC POPS Organization, New York, A Bronx-based grant foundation to serve up to 7 staff, enclose the POPS program.	20,000	0,000	0,000	10,000
Binghamton Broome County POCs, Binghamton, New York. Three organizations to support the needs of the Homeless Program.	21,000	10,000	10,000	10,000
Book Youth Organization, Newark, New Jersey. To support the needs of the Computer By A Month Program in Newark schools.	3,000		3,000	
The Bridge, Inc., West Caldwell, New Jersey. To provide the services in the operating budgeted on agency dealing with the problems of youth in the Caldwell area.	10,000	0,000		
Browne County Council of Churches, Binghamton, New York. Seedmonies for the new Project One Center, a new Center for Program, used to help offenders with a 16,000 one year.	4,000		4,000	
Browne County Breast League, Inc., Binghamton, New York. To help major non operating center, \$14,000, used toward a Learning Center by the Binghamton Arts Council underfunded you like.	4,000	0,000	4,000	

YEAR ENDED DECEMBER 31, 1978	Author and date applied (1978)	Amount authorized 1978	Amount paid (1978)	Author and date applied (1978)
Center Run Organization, Paramus, New Jersey to support the "From C. to C. Program" and the "Open air" street leadership training program for youth initiatives	3	\$10,000	\$10,000	3
One Day Care Center, Newark, New Jersey to support the "One Day Care Center" program		\$10,000	\$10,000	
One Day Service, Inc., Newark, New Jersey, to support a "One Day Service" program in Newark and Hoboken	1/1/80	5,000	1,000	5,000
City Without Walls, Newark, New Jersey, to support their program of art classes and work shops in the inspection of Newark		2,500	1,200	1,200
Consortium Hospital Health Law Project, Great Neck New York, to support a mobile program to map the sites of illegal dumps of the medical industry located in Long Island County	1/1/80	15,000	1,000	1,000
Community Mental Health Services for Bellville, Blawood and Hulley, Beaufort, Penn. various, Administering Lends the Use of Friendly Visitors Program for Senior Citizens		5,000	10,000	10,000
Day Care Coordinating Council of Essex County, Inc., Hoboken, New Jersey, to support the day care program for low-income persons in Essex County		15,000	15,000	15,000
Emerson Shores, Inc., West Orange, New Jersey, to support the day care center budget for their "inclusive" program of education by services for adolescents and adults		10,000	21,000	
Farm Credit - City Banks of America, Newark, New Jersey, to support the needs of low-income families with more than 4,000 units of volunteers in their neighborhood		5,000	5,000	
Father and Children's Services of Montclair and Old Ridge, Montclair, New Jersey, to support their Phone-A-Doctor Program (1978-1979)	1/1/80	15,000	15,000	15,000
HD C of S Network, Inc., Newark, New Jersey, to support their program providing day care services to low-income families, very low-income and a (MAP) Group (1-5,000)		15,000	25,000	25,000
Hoover Valley YMCA, Maywood, New Jersey, Four-year grant to support the expansion campaign for their program director's council	1/1/80	100,000	14,000	100,000
Joint Council of Essex County, Montclair, New Jersey, to support "Project Plus" an outreach program in Montclair to meet the needs of their low-income		12,000	25,000	24,500
Greater Newark Urban Coalition, Inc., Newark, New Jersey to generate a budget of no agency that is a member, one partner and coordinate for upgrading the quality of life in the greater Newark area		25,000	50,000	25,000

Project SHAP Goals, for developing the Five-Neighborhood Action Program  
of \$20,000,000 each, were designed to meet the neighborhood capacities, including the Newark Urban  
Joint Council of Essex County, the Newark Urban Coalition, the Newark City Council, the Newark City Planning  
Commission, and the Newark Department of Parks, Recreation and Cultural Affairs.

#### 四、关于对本办法的解释权

	Amount requested and used to date	Amount used to date	Amount re- quested as of 12/31/03	Amount used as of 12/31/03
<b>HOA (HOOD) DODGE (11-187)</b>				
Supported Neighborhood Development Commission, Newark, NJ New Jersey. To continue their existing program to support the HOA's to be strengthened as well as other barrio groups.	\$ 1,500	\$15,000	\$15,000	\$ 1,500
<b>Home Crafters Inc., Mendham, New Jersey, Board</b> Our program is to help the elderly disabled women in NJ in Mendham to continue to be granted \$ 6,000 to help in their home project.	10,000	20,000	20,000	10,000
<b>Integrate Inc., Newark, New Jersey. Towards the removal of barriers to non-barrio home requirements for non-Barrio refugee/immigrant agents.</b>		\$5,000	12,000	\$ 7,000
<b>Independent Community Corporation, Newark, New Jersey</b> To provide seed money for the 4 Barrios, and Ghetto by area in Newark, NJ, urban and rural. This grant is used as START Grant #3-2003.	1,000	5,000	12,000	
<b>Intercultural Center, New York, New York. To support HOA's, barrio concerts, a neighborhood and parks in Newark, Elizabeth and East Orange.</b>		2,000	2,000	
<b>The Just Connection, Newark, New Jersey. To support their program of services for former offender's in Essex County.</b>		5,000	16,000	11,000
<b>La Causa De San Pedro, Newark, New Jersey</b> A Multi Grant #3-2003.		5,000	14,000	
<b>Low Income Civil Rights Resource Center, Newark, New Jersey. To continue the "Vocational Training Program" during the 1st year of their grant in Newark, NJ.</b>		10,000	18,000	
<b>Life Skills American Indian, Colorado, New Jersey</b> To provide in the 1st year for a feasibility study of the needs and opportunities in New Jersey.	5,000	5,000		
<b>Management Information Systems, Newark, New Jersey</b> Matching funds for use in emergency transportation services. For use for their car and handicapped at the Schools.	2,000	\$ 275	20,775	
<b>Mother Reconciler, Inc., Newark, New Jersey. A grant that will reward the HOA's for their efforts to improve the 100 Barrios.</b>	25,000		15,000	
<b>Mountain Grove Baptist, Inc., Montclair, New Jersey. To support the 1st year program of an "adult" re-education and social activities. \$ 10,000/Month for 12 months (\$120,000) and their Women's Spring program.</b>	10,000	\$0,000	20,000	0,000
<b>Montclair Public Library, Montclair, New Jersey. To support their "Barrio" program, information Center and Barrio Program (\$3,000) and become part of their "Intergenera- tional Project" (\$1,000).</b>		12,500	2,000	
<b>Montclair Public Library, Montclair, New Jersey. To support the "Barrio" program, information Center and Barrio Program (\$4,000) and provide for various information on services to the Barrio in our community.</b>	10,000	\$0,000	20,000	0,000

YEAR ENDDED 12/31/01	Author and Title (SIC) 10/01	Amount authorized 10/01	Amount used 10/01	Author and Title (SIC) 10/01
<b>Healthcare</b>				
<b>Montclair Rehabilitation Organization, Montclair, New Jersey. To increase the coverage costs of the special transportation program for the handicapped.</b>	510,000	510,000	510,000	5
<b>Montclair Education Association, Montclair Area, Inc., Montclair, New Jersey. To expand and expand the educational program on drugs and for students in public and private schools in Essex County.</b>	15,000	15,000	15,000	7,800
<b>Montclair Council Day Care Center, Montclair, New Jersey. Montclair Day Care Center, Inc.</b>	50,000	50,000	48,671	
<b>Newark School Research, Newark, Illinois. Matching Funds for City school districts.</b>	10,000	10,000	10,000	
<b> Newark Boys Chorus, Newark, New Jersey. To support their unique program offering students to youth general education, musical training and participation in community projects.</b>	7,400	71,000	14,000	7,400
<b>Newark Community Center of the Arts, Newark, New Jersey. To provide scholarships to the performing arts but to extend money equally to the Newark public.</b>	3,000	3,000	3,200	3,000
<b>Newark Emergency Service for Families, Inc., Newark, New Jersey. To support their program to eliminate a emergency room and 24-hour-a-day emergency service for the community.</b>	15,000	15,000	15,000	15,000
<b>Network Institute of Adult Programs, Newark, New Jersey. \$500,000 funds for the Institute for adult basic education of its permanent adult health programs.</b>	7,000	7,000	7,000	
<b>Newark Museum, Newark, New Jersey. Towards the cost of exhibits in memory of the Newark 1968 civil rights riot on energy conservation.</b>	7,000	7,000	7,000	
<b>Newark Parent Child Center, Newark, New Jersey (B. C. C. -parenting for life and Community Corporation) Inc. Parenting center program for young parents and adults in the Newark Housing Project areas, Newark.</b>	5,000	7,500	7,400	
<b>Newark Public Library, Newark, New Jersey. "A New Beginning" to support their new building and program for Newark fifth graders.</b>	21,000	21,000	19,700	
<b>Newark Symphony, Inc., Newark, New Jersey. To support their education and outreach program.</b>	21,000	21,000	21,000	
<b>New Jersey Association Computer, New Jersey, NJ, New Jersey. Another C. I. Foundation that is a program to measure the effectiveness of New Jersey's new electronic system.</b>	15,000	15,000	15,000	
<b>New Jersey Conservation Foundation, Montclair, New Jersey. To support the Pine Barrens Preservation Fund which works to preserve the ecological balance of the Pine Barrens.</b>	25,000	25,000	25,000	
<b>New Jersey Council of Churches, East Orange, New Jersey. To support the mission of the New Jersey Department of Aging, Inc., to help the elderly, disabled, and their caregivers and the poor in the community to live.</b>	10,000	10,000	10,000	
<b>New Jersey Community Service, Morris &amp; Essex, New Jersey. To support other local programs for youth in Essex County including the YMCA.</b>	8,000	8,000	8,000	

YEAR ENDDED (DECEMBER 31 - 1997)	Author and and United States	Amount authorized (\$)	Amount paid (\$) (\$)	Amount unexpended (\$)
New Jersey State Association for Black Families, East Orange, New Jersey. To support the "African Roots" program to combat hate and discrimination through the services of community organizations dealing with issues of offenders.	\$ 6,000	\$ 6,000	\$ 0	
New Jersey Teachers Association, Newark, New Jersey. To support the "Education program which aims to teach in the public schools of Newark, Montclair and the Newark.	10,000	10,000	0,000	
New Jersey Theatre Federation, Montclair, New Jersey. To support grant requests to theater schools, theater companies in training, theaters, theater in the schools.	25,000	25,000	0,000	
New Jersey Development and Action Council, Inc., Montclair, New Jersey. To support their program of multiple service areas for victims of battering.	15,000	23,000	0,000	
New Jersey Community Fund, Newark, New Jersey. A Small Grant (\$5,000).	0,000	0,000	0,000	
New Jersey Educational and Cultural Center, Inc., Newark, New Jersey. To support a broad program of services for the disabled, including the March of Dimes and SMAF Grant (\$5,000).	27,000	30,000	0,000	
Office of Human Resources Department, Fort Dix, New Jersey. A three year grant to establish and monitor a "The Committee to Stop Cost Cutbacks" in New Jersey.	10,000	33,000	0,000	
Our Human Youth-Orange, New Jersey. To support and evaluate programs, permitting a range of this agency to include racism, in Montclair and the Oranges.	0,000	0,000	0,000	
Pascack River Cleanups, Basking Ridge, New Jersey. For providing an environmental education program in the schools, including the Pascack River census and monitoring state and federal environmental projects.	15,000	15,000	0,000	
Planning Partnership, Essex County, Montclair, New Jersey. To support their program patching together and new ties to immigrants in Essex County.	15,000	15,000	0,000	
The Presbyterian Homes of New Jersey, Princeton, New Jersey. A three year grant to support services to older persons in facilities using the former names of the Presbyterian Homes.	30,000	0,000	30,000	
Prudential, Binghamton, New York. To support their program of services for offenders and ex-offenders, in Broome County.	0,000	0,000	0,000	
Prudential Research Foundation of New Jersey, Trenton, New Jersey. To support the "Clean River Action Project" through grants and funding and work exchange grants involving local environmental groups.	0,000	0,000	0,000	
Prudential Legal Committee, Inc., Newark, New Jersey. To support their program which gives free legal assistance to meet basic needs items in the Newark community of Newark.	5,000	10,000	0,000	
Prudential Rivers, Inc., Newark, New Jersey. To continue to support grants to local organizations in Newark, New Jersey, in urban areas and disadvantaged areas of New Jersey.	0,000	0,000	0,000	
Regional Plan Association, New York, New York. To support costs of Phase II, to put in an information and communication system of their project to better coordinate all Phase I activity.	0,000	0,000	0,000	

GRANTS AND DONATIONS RECEIVED

YEAR ENDING 12/31/08	Amount Requested (\$1,000s)	Amount Awarded (\$1,000s)	Amount Used (\$1,000s)	Amount and ord unpaid (\$1,000s)
<b>Strategic Coalition, Newark, New Jersey</b> To support the Newark-Yonkers Community Development Program in Newark and to SHAP (31-302)	5	\$13,000	\$10,000	3,000
<b>Rutgers University - Bureau of Community Services, New Jersey</b> To assist in their efforts for a grant of the City of Newark, District 1 which comprises 2nd and 3rd floors of buildings which have a positive impact on the Newark City area, etc.	12,500	12,500		
<b>Rutgers University - Essex County Associate Office, Newark, New Jersey</b> To demonstrate to the County of the new form of County government in the projects they provided for my public funding	30,000	28,000	28,000	
<b>Rutgers University Law School, Newark, New Jersey</b> To support the Rutgers Law School program offering legal services to the college students residing in the Newark area	5,000	5,000		
<b>St. Colombe Church, Newark, New Jersey</b> To Help Support Their Program of Education with Financial and a certain number in their neighborhood in Newark. A SHAP Grant (\$30,000)	18,000	18,000	18,000	6,000
<b>The Salvation Army, Newark, New Jersey, Newark Main Corps &amp; Corps Campuses</b> To support the new and expanded food bank, food pantry and盛食 (Bulking Program)	60,000	20,000	12,000	
<b>Women Care and Activities Center, Newark, New Jersey</b> To support their new program to provide day care services to senior citizens in Essex County	25,000	25,000		
<b>Southorange Institute, West Orange, NJ</b> To apply to their program Newark, Yonkers & Hoboken to have money on the Catalogue of Assistance Newark	1,000	1,000		
<b>Asian RoofCommunity Day Care Center, Newark, New Jersey</b> Administer funds for day care services	1,000	1,000		
<b>Assisting the Children, Westfield, New Jersey</b> To support their food bank, named as my 10th Anniversary to Change It, which gives a person to add their name either in the name of a problem	6,000	11,000	12,400	1,800
<b>State of New Jersey - Department of Human Services, Newark, New Jersey</b> To support the Newark program, working together to provide the opportunity to poor families with the \$10,000 grant to help them with their basic needs	20,000	17,000	13,000	
<b>Town of Union, Union, New Jersey</b> Toward the goal of community growth in Union County to build better schools in a disadvantaged area of Union	6,000	10,000		
<b>Sh. of Christ Center for Progress, Inc., Newark, New Jersey</b> A SHAP Grant \$10,000. To the 4th-grade class group in Multi-Grade 10,000. For the Newark City, Inc. for the government, NGO, Non-Governmental organization research and credit on lending	1,000	0,000		
<b>The Trust for Public Land, Newark, New Jersey</b> To support the Newark zoning Pro Act, which converts vacant properties to more mean legal use in the greenfield communities within Newark	6,000	20,000	19,000	10,000
<b>United Holiday Services Organization, Newark, New Jersey</b> To support community services, including Newark on Wheels, a bus for seniors, children, and programs for youth, and a SHAP Grant (\$31,000)	30,000	16,000		

## GRANTS AND CONTRIBUTIONS (06/04/04)

YEAR ENDING NOVEMBER 1, 1998	Authorizing and issued 1/1/98	Amount authorized 1/1/98	Amount paid 1/1/98	Authorized and issued 1/1/98
United Community Cooperatives, Independence Hall, Newark, New Jersey. Towards the costs of 1,000 new immigrants to participate in their immigrant program for low-income immigrants.	\$ 8	\$ 3,000	\$ 3,000	\$ 8
United Way of Greater Essex, Morristown, New Jersey. Nonresidential High Tech Campaign.		\$9,000		\$9,000
Westside Society, Inc., Newark, New Jersey. Toward the costs of the renovation and furnishings in the new residential home for young immigrant women.	12,500	30,000	27,500	12,500
West Orange Project, South Orange, West Orange, New Jersey. Towards their program Impact in our Community and to prevent youth from the armed just in time as well as the community.		\$2,000	\$ 600	\$ 2,000
The Whole Foods Company, Montclair, New Jersey. New model High School and Community Program using schools to reach troubled youths in North Essex schools.	1,000	\$3,000	\$0,800	1,000
Widener University, West Orange, New Jersey. Towards expansion of its office for the representation of immigrants, which provides an array of services to the 16,000 students.		\$5,000	\$ 2,000	
WPA of Greater New York, New York, New York. To provide educational and vocational training to the Hispanic and African American youth aged 16-24.		\$10,000	\$0,000	
WRC's of Essex and West Hoboken, Orange, New Jersey. To assist 1,000 at-risk girls from immigrant families in their education.		\$9,000	\$0,000	
Youth Consultation Services, Asbury Park, New Jersey. A Small Grant (\$10,000).		\$0,000	\$0,000	
<b>TOTAL - COMMUNITY DEVELOPMENT</b>	<b>\$ 127,200</b>	<b>\$1,294,500</b>	<b>\$1,347,546</b>	<b>\$ 1,347,546</b>
<b>TOTAL - GRANT R.</b>	<b>\$ 147,600</b>	<b>\$1,820,075</b>	<b>\$1,170,015</b>	<b>\$1,170,015</b>
<b>CONTRIBUTIONS</b>				
Coca-cola Foundation, Inc., New York, New York.	\$ 8	\$ 4,000	\$ 4,000	\$ 8
Friends of New Jersey Parks, Newark, New Jersey.		\$3,000		\$ 3,000
New Jersey Historical Society, Newark, New Jersey.		\$00	\$00	
New Jersey State Council, Newark, New Jersey.		\$1,000	\$00	
WING/Chase, NJ, New York, New York.		\$,500	\$,500	
<b>TOTAL - CONTRIBUTIONS</b>	<b>\$ 8</b>	<b>\$ 18,000</b>	<b>\$ 18,000</b>	<b>\$ 18,000</b>
<b>TOTAL - GRANTS AND CONTRIBUTIONS</b>	<b>\$ 197,600</b>	<b>\$3,008,575</b>	<b>\$2,392,041</b>	<b>\$2,392,041</b>

## TRUSTEES AND OFFICERS

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The Florence and John J. Schuman Foundation is the largest private Foundation incorporated in a campaign not for pecuniary profit under the laws of the State of New Jersey on May 1, 1951. This Foundation was created by gifts from Florence F. Schuman and her late husband, John J. Schuman, Jr., who served on the Board until 1951 until his death in 1961. The Foundation is now governed by a board of ten Trustees which meets four times a year to conduct business and make other general decisions.

Directors are invited to have a small organization, more particularly one having to do with worthy projects in the areas of health, education or opportunity development. The Foundation has a strong interest in science, innovation, and especially research programs concerning community problems, humanism in their efforts to all or other like problems.

Applications for grants to projects in Essex County, New Jersey, although numerous and varied, programs are considered if they show promise of having a significant impact on the needs of these County.

There is no standard application form to be used in presenting a request to the Foundation. It is suggested, however, that a written proposal be submitted which includes a description of the organization's objectives and activities, its leadership, and a description of how much of the purpose for which contribution is requested and the price for accomplishment. The proposal

should be accompanied by (1) the name of the organization, (2) a brief financial statement, (3) an expense budget which also specifically identifies all sources of income, (4) the three-year and future funding plans, and (5) financial Reserve Statement documents, indicating the organization's ability to take the money and not over-use these funds.

Correspondence should be addressed to the Director.

The Florence and John J. Schuman Foundation  
23 Park Street  
Montclair, New Jersey 07042

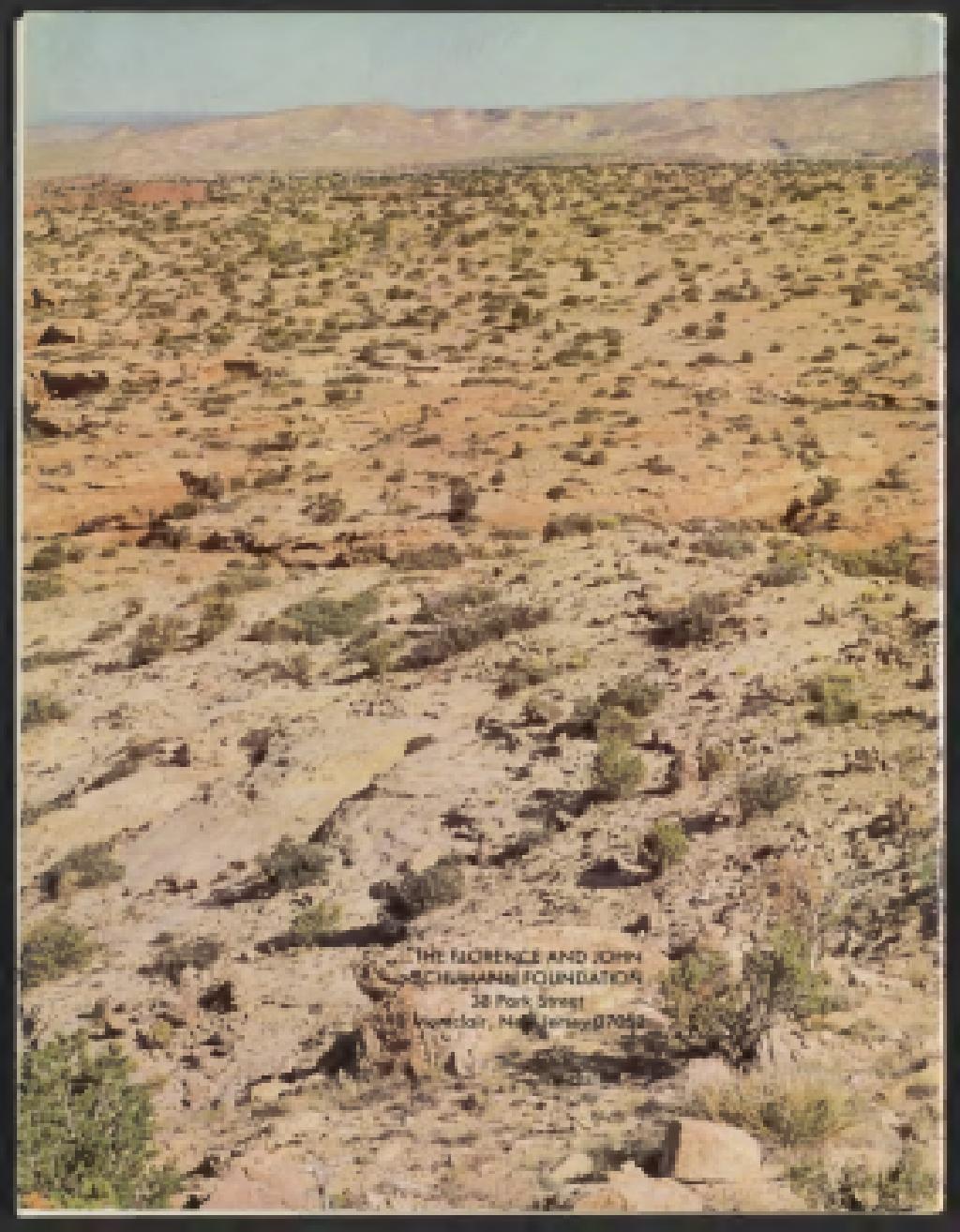
Proposals should reach the Foundation before February 1, May 1, September 1 or November 1, or such other month date as the meeting of the Board of Trustees.



The pen of the Florence and John J. Schuman Foundation, a strong community of gifts we have made to help the future toward a better life.







A landscape painting of a dry, rocky, and scrub-covered hillside under a clear blue sky. The foreground is dominated by light-colored, craggy rocks and low-lying green shrubs. The middle ground shows a vast, rolling hillside covered in similar vegetation. The background features a range of hills under a clear, pale blue sky.

THE FLORENCE AND JOHN  
SCHUMAN FOUNDATION

38 Park Street  
Montclair, New Jersey 07042